



SEX-ED:

CONDITIONING

FOR

IMMORALITY

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This is America; land of beauty and richness, of prosperity and abundance. A land where free people work . . . relax . . . and worship. Exercising their Freedom and meeting their responsibilities in the manner of their own choosing. A land made great by the people, for the people are its strength. Solid, responsible people with strong family, community and national ties. Proud of their heritage and the freedom they enjoy.

Throughout America's history, the family unit has been the backbone of this great nation and the family unit still remains the most influential factor in the people's lives. This is especially true with regard to the education and guidance of children. But it is not just the family that exerts influence and has impact on young people. In the home, television, if permitted to do so, can exert considerable influence on young minds; eager for knowledge and burning with a natural curiosity of every facet of life. Outside the home, they are exposed to racks of lewd magazines, billboards, posters and signs, theatre marquees . . . blatant sexual enticements aimed at the adult mind that can hardly help but stimulate the curiosity of young people.

A strong sense of moral values is vital if impressionable youth are to resist this avalanche of sexual enticements. Providing the training that can create such moral values is a responsibility of the parents. It is not a responsibility that should be neglected, any more than that of providing food, shelter and clothing. For when parents do shirk these responsibilities, it is the children who suffer.

Life is a continuing series of new adventures for children. They grow physically and emotionally, as they go through the perplexing and difficult years of growing-up, and most emerge as fine, responsible young adults, ready to take their place in this society of free people. But an increasing number seem to falter during those difficult years. They fall victim to their stimulated curiosity in the sexually saturated atmosphere in which they find themselves and their lives become permanently scarred by the tragedy.

The number of young people who become involved in sex-associated tragedies is increasing! Many parents concerned that their children might fall victim next, begin searching for an easy answer . . . a simple solution to the problem. From every direction, articles in slick magazines with circulation in the millions, *Life*, *Look*, *McCalls*, *Saturday Evening Post*, and others, claim that young people lack adequate knowledge in matters of sex and all appear to urge the same solution.

SEX EDUCATION! Sex-Ed courses in the public schools, beginning in kindergarten is offered as the panacea for the problem. The advocates of these courses insist that parents are unwilling and too incompetent to educate their own children in the matter of sex, that it must be done by the Experts. They claim that instructing children in matters of sex is now the responsibility of society . . . the schools . . . in simplest terms . . . the GOVERNMENT for schools are essentially an agency of Government. So once again the battlelines are clearly drawn in the seemingly endless struggle for control, between the individual and government, which is always eager to expand its power.

The terms SEX EDUCATION and SEX COURSES are misleading to most of today's adults. They recall their school days and biology classes where an explanation of male and female anatomy constituted what was considered SEX EDUCATION. The SEX-ED courses of today are something radically different. The courses deal with the emotional and psychological aspects of sex, becoming in fact, lessons in the art of livin' and lovin'. Every

facet of sexual relations between people, normal and abnormal, is explored and explained in vivid detail, through the use of movies, filmstrips, photographs and drawings.

Thus, during their most impressionable years, children are exposed to every aspect of sex. The advocates of such courses not only insist that children need such information, but also that the information be given without any "Moralizing" . . . any representation of right or wrong.

Time of Your Life, prepared by KQED Instructional Television Service in San Francisco, is a series of films used in schools at the 4th, 5th and 6th grade levels. The series is designed to be broadcast directly into the classroom on special TV channels. The national distribution rights to **Time of Your Life** were recently assigned to N.I.T. — National Instructional Television Center in Bloomington, Indiana. Apparently this tax-exempt group, with offices in San Francisco, Milwaukee and Boston is better equipped to get **Time of Your Life** into more schools. The following excerpt describes sexual intercourse for groups of boys and girls as young as age 9.

"When a couple has sexual intercourse, they are usually lying down very close to each other and usually in a bed. They usually start by kissing and holding each other. Each person, the husband and the wife, gets a very strong feeling of love for the other and excitement in being together. The man's penis has an erection and the women's vagina becomes moist or wet. At this point, as the couple is lying very close together and because the penis of the man is designed by nature to fit into the vagina of the women, the man, gently but firmly, pushes his penis into his wife's vagina."¹

Time of Your Life goes on to describe how wonderful all of this feels, for its audiences of impressionable, curious 9 to 12 year old boys and girls.

While N.I.T., the distributor of **Time of Your Life**, is anxious to relay the mechanics of sexual intercourse to children, they do an abrupt about-face when it comes to the parents. Apparently, only those whom the distributor classifies as officials of schools planning to embark on a Sex-Ed program may preview the films. National Instruction Television Center is headquartered in Bloomington, Indiana at 317 East 2nd St., with sales offices in Boston, Milwaukee and San Francisco. Parents viewing this film are invited to contact N.I.T. direct and attempt to obtain **Time of Your Life** for viewing.

Time of Your Life is not unique in Sex-Ed courses in public schools across America. Many films just as graphic and just as vivid expose youth to every phase of sexuality, however, films are but a part of these courses. Occasionally students in some classes, rather than just being observers, actually participate in classroom demonstrations of the art of livin' and lovin'.

Parents in Madison Heights, Michigan were outraged to learn that during a Sex-Ed course in a local school, a group of boys and girls in their teens were herded into a darkened room, and then told to touch, feel and embrace each other. After the "lesson", they were asked to write about the sensations they had felt.²

In Flint, Michigan, a local Sex-educator became so engrossed with the subject, that she stripped in front of her class. In response to complaints from local parents, the school board praised the teacher and said "Her intentions were in the best interest of her class."³

Young people subjected to the Sex-Ed courses are quizzed to see just how well they are learning their lessons. The following questions are from a nationally distributed Sex Knowledge Quiz for teenagers beginning in the 9th grade.

#15. When she is sexually excited a women's clitoris may be noticeably enlarged and quite firm. What is likely to happen to the enlarged clitoris as the women progresses in sex desire to readiness for sex relations? #18. Of the following, which is the best position for sex relations? #46. When consistently and intelligently used as directed by a competent authority, which of the following is an effective method of birth control? #72. What is the effect of masturbation on sex desire, on capacity to reach orgasm, and on ability to cause pregnancy or to become pregnant later in life? ⁴ Questions from the students are encouraged and the stimulated curiosity of young minds can run rampant.

Following are a few of the questions placed in their classroom Question Box by students in the Sex-Ed courses in an Anaheim, California High School.

What happens to a girl who gets PG by a donkey? How does it happen? Does she have a baby or what? What is the sexual act of homo-sexuals? What do you do when the penis gets caught in the vagina? Exactly what does 69 mean? ⁵

These questions illustrate the stimulated curiosity of young people and all their questions on sex are answered in vivid detail . . . BUT without any foundation of the morality that is the basis for any solid personal and family life.

In the March 1969 issue of American Opinion Magazine, Dr. Max Levin, the noted New York Psychiatrist, is quoted concerning such a baseless approach to the subject of sex. "There cannot be emotional health in the absence of high moral standards and a sense of human and social responsibility. I know that today morality is a 'dirty word', but we must help our youth to see that moral codes have meaning beyond theology: they have psychological and sociological meaning." ⁶

There is an enormous gap between courses for youth which offer anatomical studies of the human body and courses that describe in words and with visual aids how to perform the ultimate acts of sex. A logical question would be: Who is it that seems so anxious to gain control and manipulate the thinking of American youth in the matter of sex? Just who is promoting the Sex-Ed courses? Most of the community-leaders and others who seem to favor moving sex instruction from the home to the school house are undoubtedly sincere, concerned and upset. They are disturbed over the problems they see and in their concern, accept the solution being offered by the Sex-Ed "experts".

But across the nation a large and rapidly expanding number of groups and organizations, national and local, have mushroomed up from nowhere and are trumpeting the demand for Sex-Education in the schools. They present a maze of confusion, but an examination of the material used by many of these groups and the people who control the groups is very revealing. A close look shows that one group turns up time after time. S.I.E.C.U.S., Sex Information and Education Council of the United States with headquarters in New York City.

S.I.E.C.U.S., formed in 1964 by a small band of like-minded Sex-Ed advocates, enjoys tax-exempt privileges and has received millions of dollars from tax-exempt foundations . . . AND the United States government.⁷ In just a few years, this New York City based organization has become clearly the most influential group working to move control of Sex instruction from the home to the school. S.I.E.C.U.S. publishes a Newsletter, numerous pamphlets and by recommendation puts its stamp of approval on a wide

range of books, pamphlets, teachers guides and films. The individuals who control S.I.E.C.U.S. seem to turn up constantly . . . as advisors, consultants and even directors of many of the other groups of Sex-Ed advocates.

Heading S.I.E.C.U.S., as Executive Director, is Dr. Mary S. Calderone, a founder of S.I.E.C.U.S., after 11 years as medical director of the Planned Parenthood Federation of America. Dr. Calderone described by Saturday Evening Post as "A sweet-faced, silvery-haired grandmother, with the evangelical fervor of Joan of Arc, . . .", travels the length and breadth of America, again in the words of the Saturday Evening Post, ". . . , to preach the S.I.E.C.U.S. gospel to representatives of the local power structure."⁸

This is the Dr. Calderone who, speaking to a group of several hundred young boys at Blair Academy in New Jersey, declared, "What is sex for? Its for fun, that I know, for wonderful sensations. . . . Sex is not something you turn off like a faucet."⁹ This is the same Mary Calderone who has proclaimed that the 'Thou Shalt nots' no longer apply.¹⁰ Feeling thusly, it is not surprising to discover that she is strongly opposed to moral concepts of right and wrong being included in the Sex-Ed courses she advocates.

One might reject Dr. Calderone's so-called logic, even question her sincerity . . . but to overlook her importance would be tragic, for this "sweet-faced, silvery-haired grandmother" is an amazingly effective super-saleswomen for the Sex-Ed promoters.

Dr. Lester A. Kirkendall, a professor at Oregon State University, is another of the roving band of sexologists promoting the S.I.E.C.U.S. brand of Sex-Ed for youth. Kirkendall reportedly believes that any absolute moral standards are unthinkable . . . except for the absolutism of non-restraint.¹¹ In numerous speeches he stresses that sex education for youth must not be "moral indoctrination." In some ways Dr. Kirkendall is a very practical person. On the question of how to get the courses into the schools over the objections of local parents who supply the children . . . and the money, Kirkendall's advice is to "just sneak it in".¹²

Another key pulpiteer for S.I.E.C.U.S., is Dr. Isadore Rubin. One of the founders of S.I.E.C.U.S., he has also been its treasurer since its inception. Dr. Rubin is in the sex promoting business in a big way.

He is editor of Sexology Magazine. This monthly bit of blatant hard-core sex exploitation features articles with titles such as Sex Pleasure From Cruelty, The Need For Sex Variety, Sex Relief For Widows, Secrets Of Lovemaking, and many more.

The earlier discussed Dr. Kirkendall is also on the staff of Sexology as Parent Guidance Editor and recently stated that with a change of cover and title, Sexology would be suitable for use in his brand of Sex-Ed courses for the schools.¹³

Rev. William Genné, Dr. John Money and Dr. Wardell Pomeroy, each an influential member of the S.I.E.C.U.S. group, along with Dr. Kirkendall, occupy 4 of the 11 positions as Consultants on Sexology Magazine. This list of Consultants with their strings of degrees may be impressive to some people but magazine stand operators place Sexology magazine right where it belongs, with the nudie, lewd, smut magazines.

Dr. Isadore Rubin, Treasurer of S.I.E.C.U.S. and Editor of Sexology; is the same Isadore Rubin fired from a teaching position in New York City schools when he refused to deny or confirm his membership in the Communist Party,¹⁴ the same Isadore Rubin who was Editor of New York Teacher News, published by the New York Teachers Union, expelled from organized labor by the C.I.O. (Congress of Industrial Organizations) as being Communist controlled¹⁵ and the same Isadore Rubin, who in this Congressional Report, is identified as a dues paying member of the Communist Party, in sworn testimony by Mrs. Mildred Blauvelt, a New York Police Department undercover agent within the Communist Party.¹⁶

Rubin, Kirkendall, Calderone and their cohorts criss-cross the nation, constantly expounding the S.I.E.C.U.S. slant. In speeches, interviews and articles extolling the virtues of detailed sex courses with no-holds barred. Sweden is their most often cited example of how "an enlightened nation" meets the problem of preparing youth to accept the responsibilities of life. Let us look closely then at their example.

The people of Sweden labor under the heaviest taxes in the world because the government in their welfare state has grasped responsibility for ALL the basic necessities of life. Since no government is productive, the handouts can be given only by seizing from the people, through taxation, the wealth they are producing.

Sex instruction in Sweden's schools began over 20 years ago and was introduced through the classic two-step method. First, the courses were completely voluntary, but within a decade they had become compulsory. Sex instruction starts with kindergarten. Every emotional and psychological aspect of sex is presented, but without the introduction of any moral concepts of right and wrong. Sexual intercourse between unmarried young people is presented as acceptable. Masturbation is not only acceptable, but a desirable means of relieving tension. Having an illegitimate baby is nothing to be ashamed of. Youths are instructed in the use of every manner of contraceptive device and may obtain them without cost. But moral concepts of right and wrong . . . rejected.

Birgitta Linner, Swedish authoress of *Sex & Society in Sweden*,¹⁷ is often quoted in the United States as an outstanding authority on Sex-Ed in Sweden. Her book is an enthusiastic endorsement of the system but she admits that there are still a few problems.

In Sweden, one of every three brides is pregnant on her wedding day. Of every eight babies born in Sweden, one is illegitimate.¹⁸ Dr. Kirkendall, writing in the preface to *Sex & Society in Sweden*, concurs with Mrs. Linner's conclusion that the sex courses in the schools of Sweden have not encouraged young people to experiment in matters of sex. Unless pregnancy in Sweden is brought about by some means other than intercourse, Mrs. Linner and Dr. Kirkendall's conclusion, concerning sexual experimentation by the youth of Sweden, is absolutely incredible.

Venereal disease among young people in Sweden has been described as "Catastrophic". New cases of gonorrhea increasing over 100% in just 6 years and new cases of syphilis increasing over 600% in the same period.¹⁹ Hardest hit have been girls in the 15 to 19 year old age group. This is the other side of the coin to the example our Sex-Ed promoters cite. If this is what American parents want for their children, the tragic example of Sweden clearly shows that Sex-Ed courses in the schools will help bring it about.

Audio-visuals for Sex-Ed courses in the schools has become big business. As if by magic, and almost overnight, a deluge of films, filmstrips and slide presentations have appeared. This should not be surprising . . . for the law of SUPPLY & DEMAND actually works! As demand for a product or service increases, producers respond automatically by increasing the supply. Supply always adjusts itself in response to any change in the demand. The demand for audio-visuals to teach America's youth about Sex is growing rapidly! But, is this growth in demand a natural phenomena or the results of some artificial stimulation?

This colorful and highly professional brochure describes for school administrators the many films available from Guidance Associates, a division of Harcourt, Brace & World. It also hastens to point out that any and all of the films listed may be purchased by schools under various Federal Aid to Education Programs. The Elementary and Secondary Education Act, Titles I, II, III, National Defense Education Act, Title III and the Vocational Education Act.

It is Government who is stimulating the demand for Sex-Ed films by offering to the schools, millions of tax dollars, dollars specifically

designated for the purchase of audio-visuals. Rushing to fill this artificially stimulated increase in demand for Sex-Ed films are many of America's largest corporations. IBM, 3M, and Harcourt, Brace & World are but a few. In a wild scramble to grab a share of the multi-million dollar market, they pour forth this deluge of films, filmstrips and slide presentations.

Sex: A Moral Dilemma for Teenagers, a filmstrip from Guidance Associates, is cleverly designed to help convince young people that they need sex instruction, free from parental control. The message it presents is clear. Parents do not understand their children and cannot help them with their problems or answer their questions . . . present moral standards are outmoded and completely new standards are needed. This is the S.I.E.C.U.S. slant . . . however this should not be too surprising. Dr. Calderone, Executive Director of S.I.E.C.U.S. narrates and was consultant for the film. In films from company after company, the S.I.E.C.U.S. slant appears. But in every phase of the spread of the Sex-Ed courses, another and even more ominous presence is noted.

GOVERNMENT, by giving tax dollars to groups such as S.I.E.C.U.S., has been instrumental in promoting the idea that Sex instruction courses are needed in the schools. GOVERNMENT, by giving tax dollars for the purchase of audio-visuals has stimulated the demand and thus triggered the production of films for the sex instruction courses. GOVERNMENT, with tax dollars, was instrumental in creating N.I.T. — the largest distributor of films for class-room TV broadcasting. Prior to September 1968, N.I.T. was known as the National Center for School and College Television, and received direct government subsidies in 1965, 1966 and 1967 from the Department of Education. Promotion — Production — and Distribution — the hand of government influence is in each.

In a society of free men and women, the exercising of Self-restraint is the key to responsible Freedom. Free men and women choose to NOT do certain things; some from fear of punishment, but most because of their moral concept of right and wrong. Sex instruction — without the presentation of moral concepts of right and wrong — provides knowledge and stimulation for impressionable youth, without providing the moral reasons why they should exercise self-restraint in matters of sex. Such courses become conditioning that enables young people to accept the rampant sexual immorality of the hippie world as a way of life.

"A foot in the door" . . . is usually the first step for the promoters of the sex courses and they go to almost any lengths to achieve this vital first step. They know that the courses, once gotten into the schools, can be up-dated, modified and expanded to just what they desire. Occasionally they attempt to move on a state-wide basis.

In January 1969, during the Forty-seventh General Assembly in Colorado, State Representatives Mullen, Cooper, Hamilton, Lamm and J. E. Newman introduced House Bill #1082, which would make sex education courses mandatory for all public schools in Colorado. However, the most intensive sex course promotion is aimed at the local school district level.

This type of piecemeal expansion enables the sex courses to penetrate into a rapidly growing number of schools — while the promoters face only local, usually unorganized opposition. What the Sex-Ed promoters fear most, is a nationwide surge of awakened and aroused parents. Parents who oppose their goals and are willing to join in the battle to determine who is to control the training of young people in matters of sex. To join in this battle and to be effective, requires knowledge as well as concern.

Go to your local schools and see if Sex-Ed courses are being presented. The courses you should look for go under numerous names; Life Adjustment Courses, Family Life Education, Family Living Courses and many others. Sometimes sex instruction is presented not as a separate course, but as a part of Social Problems, Physical Education and of course Biology. Find out just what is being presented in your local schools. Whether courses in the art of

livin' and lovin' have gotten into your schools or not, look for and join with others in your community who share your concern. Concerted action will increase your chances of getting such courses out and keeping them out of your schools.

But Freedom is a two-sided coin. Rights are but one side, responsibilities are the other. To demand the Freedom to exercise a right and then not attempt to meet the corresponding responsibility — is NOT responsible Freedom. Parents should assist their children to understand the normal, but often mystifying physical and emotional changes in life. This means answering questions, at the time they are asked at the level of maturity of the child and providing that vital moral concept of right and wrong in the question of sexual activities. If to meet this responsibility requires that parents read some books, and otherwise invest a little of their time . . . that is the demand that Freedom makes . . . for every right, a responsibility.

Youth of today will become the leaders of tomorrow. How well they are able to lead when their day arrives, depends to great extent on how their parents met the responsibilities of parenthood. Our children have been entrusted into our care. The struggle continues between those who believe in parental responsibilities and those who seek to seize control of the thinking of America's youth. Join in this struggle today, for the future of YOUR children and YOUR nation is at stake.

1. TIME OF YOUR LIFE series, Lesson Title: A New Life. Produced by KQED Instructional Television Service (San Francisco), Distributed by National Instructional Television Center (Bloomington, Indiana).
2. RIVERSIDE PRESS (California), Sept. 7, 1968, page A3.
3. ST. MICHAEL'S NEWS (Zarephath, N.J.), Sept. 1968, Vol. II, No. 5, page 3.
4. SEX KNOWLEDGE INVENTORY — FORM X REVISED, Family Life Publications, Box 6725, Durham, North Carolina.
5. Pamphlet published by MOTHERS ORGANIZED FOR MORAL STABILITY, P. O. Box 2174, Orange, California.
6. AMERICAN OPINION MAGAZINE, March 1969, page 13-14.
7. GROWING, S.I.E.C.U.S. 1967-1968 (SIECUS Publication).
8. SATURDAY EVENING POST, June 29, 1968, page 27.
9. LOOK, March 8, 1966, page 21.
10. Ibid., page 22.
11. IS THE SCHOOLHOUSE THE PROPER PLACE TO TEACH SEX?, Dr. Gordon V. Drake, page 6.
12. ANAHEIM BULLETIN (California), Dec. 18, 1968.
13. AMERICAN OPINION MAGAZINE, March 1969, page 4.
14. NEW YORK TIMES, Feb. 9, 1951, page 1.
15. U.S. Senate Report, SUBVERSIVE INFLUENCE IN THE EDUCATION PROCESS, Part I, Sept.-Oct. 1952.
16. H.C.U.A. Report, INVESTIGATION OF COMMUNIST ACTIVITIES, NEW YORK AREA — Part III, May 3 & 4, 1955, pages 854-855.
17. SEX & SOCIETY IN SWEDEN, Birgetta Linner, published 1967, Pantheon Books (Division of Random House, New York).
18. Ibid., pages 30 and 34.
19. U.S. NEWS & WORLD REPORT, Feb. 7, 1966, page 60.

This is the script of a 28-minute full color 35mm sound film-strip available from:

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